

CF STANDARD I: CONTENT KNOWLEDGE

LU Educational Professionals possess an extensive working knowledge of the content of their profession and are able to deliver or assist in delivery of content in a manner that is consistent with best professional practices and that positively impacts student learning.

ANALYTIC SCORING OF STANDARD I INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Demonstrates understanding of the subject being taught	Demonstrates LITTLE understanding of the subject being taught	Demonstrates ADEQUATE understanding of the subject being taught	Demonstrates THOROUGH understanding of the subject being taught	
b. Helps learners understand the subject and its relationship to the student	RARELY helps learners understand the subject and its relationship to the student	REGULARLY helps learners understand the subject and its relationship to the student	CONSISTENTLY helps learners understand the subject and its relationship to the student	
c. Uses variety of methods and materials to present subject content	Uses FEW methods and materials to present subject content OR the methods and materials do NOT enhance the content	Uses a NUMBER of methods and materials to present subject content, SOME of which enhance the content	Uses a NUMBER of methods and materials to present subject content, MOST of which enhance the content	
d. Communicates concepts, processes and knowledge	Inaccurately and ineffectively communicates concepts, processes and knowledge	Accurately communicates concepts, processes and knowledge.	Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	
e. Demonstrates instructional strategies related to content and student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning	Demonstrates instructional strategies that are appropriate for the content and processes of the lesson AND makes contribution to student learning	Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	
f. Guides students to understand content from various perspectives and its relationship to the world at large	RARELY or NEVER provides opportunities and guidance for students to consider lesson content from different perspectives and its relationship to the world at large	GENERALLY provides opportunities and guidance for students to consider lesson content from different perspectives and its relationship to the world at large	REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives and its relationship to the world at large	

CF STANDARD II: PLANNING

LU Educational Professionals possess the ability to develop individual and group outcomes using appropriate techniques, strategies, technology, and available resources to meet state standards, other educational goals, and student needs.

ANALYTIC SCORING OF STANDARD II INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Develops outcomes aligned with standards	Uses outcomes that are not clearly stated or are trivial AND are not aligned with local or state standards	Regularly States learning outcomes that reflect key concepts of the discipline aligned with local or state standards	Consistently States learning outcomes that reflect key concepts of the discipline AND are aligned with local or state standards	
b. Uses contextual data to design instruction relevant to students	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	Plans and designs instruction that is appropriately based on some student, community, and/or cultural data.	Plans and designs instruction that is clearly and appropriately based on significant student, community, and/or cultural data	
c. Plans assessments to guide instruction and measure learning outcomes	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning outcomes	Plans assessments that guide instruction, measure learning results, and are aligned with learning outcomes	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning outcomes	
d. Plans instructional strategies, activities, and adaptations that address learning outcomes for all students	Aligns FEW instructional strategies, activities, and adaptations with learning outcomes for all students	Aligns instructional strategies, activities, and adaptations with learning outcomes for all students	Aligns MOST instructional strategies, activities, and adaptations with learning outcomes for all students	
e. Plans instructional strategies, activities, and adaptations that facilitate multiple levels of learning	Plans instructional strategies, activities, and adaptations that do not include levels of learning OR do not require higher order thinking	Plans instructional strategies, activities, and adaptations that include at least TWO levels of learning with at least ONE requiring higher order thinking	Plans MOST instructional strategies, activities, and adaptations that include several levels of learning with SOME requiring higher order thinking	

CF STANDARD III: LEARNING CLIMATE

LU Education Professionals are able to create for all students a positive and supportive environment that is conducive to learning, developmentally appropriate, and encourages mutual cooperation and respect.

ANALYTIC SCORING OF STANDARD III INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Communicates rules, procedures, and academic standards	Does not clearly communicate rules, procedures, and academic standards in a positive manner	Clearly communicates MOST rules, procedures, and academic in a positive manner	Clearly communicates ALL rules, procedures, and academic standards in a positive manner	
b. Demonstrates fair and positive classroom management techniques	RARELY demonstrates fair, positive, and effective classroom management techniques	Generally demonstrates fair, positive, and effective classroom management techniques	CONSISTENTLY demonstrates fair, positive, and effective classroom management techniques	
c. Establishes a safe and supportive learning environment that encourages mutual cooperation and respect	RARELY establishes an emotionally and physically safe learning environment for students that encourages mutual cooperation and respect	Generally creates a classroom environment that is physically safe for all students and generally ensures a safe emotional environment that encourages mutual cooperation and respect	CONSISTENTLY establishes a learning environment that is BOTH emotionally and physically safe for all students AND that encourages mutual cooperation and respect	
d. Demonstrates an understanding of child development with respect to typical and atypical behaviors of students	Demonstrates LITTLE understanding of child development with respect to typical and atypical behaviors of students	Demonstrates ADEQUATE understanding of child development with respect to typical and atypical behaviors of students	Demonstrates CLEAR understanding of child development with respect to typical and atypical behaviors of students	
e. Communicates high expectations	RARELY sets significant and challenging outcomes for students AND does not communicate confidence in students	Generally sets significant and challenging outcomes for students communicates confidence in students' ability to achieve these outcomes	Consistently sets significant and challenging outcomes for students AND verbally/nonverbally communicates confidence in students' ability to achieve these outcomes	
f. Values and supports student diversity and addresses individual needs	Makes LITTLE or NO attempt to respond to student diversity and individual needs -- tends to use a "one size fits all" approach	Generally supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods	

CF STANDARD IV: IMPLEMENTATION/MANAGEMENT

LU Education Professionals design and use effective strategies that motivate students to have high expectations while encouraging critical thinking and creative problem solving.

ANALYTIC SCORING OF STANDARD IV INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Uses effective lesson design to provide instruction appropriate to lesson objectives	RARELY uses effective lesson design to provide instruction appropriate to lesson objectives	Generally uses effective lesson design to provide instruction appropriate to lesson objectives	Consistently uses effective lesson design to provide instruction appropriate to lesson objectives	
b. Facilitates high expectations for all learners through individual and group learning experiences	RARELY maintains high expectations for all learners through individual and group learning experiences	Generally maintains high expectations for all learners through individual and group learning experiences	Consistently maintains high expectations for all learners through individual and group learning experiences	
c. Stimulates and encourages critical thinking and creative problem solving as appropriate	RARELY stimulates and encourages critical thinking and creative problem-solving	Generally stimulates and encourages critical thinking and creative problem-solving	Consistently stimulates and encourages critical thinking and creative problem-solving	
d. Implements planned instruction based on diverse student needs and assessment data	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances	Generally implements planned instruction based on diverse student needs and assessment data AND generally adapts instruction to unanticipated circumstances	Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if needed	
e. Uses time effectively	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time	Generally establishes T efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is limited loss of instructional time	Consistently establishes EFFICIENT procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	
f. Uses and arranges classroom space effectively	RARELY uses and arranges classroom space effectively to facilitate student learning	Generally uses and arranges classroom space effectively to facilitate student learning	Consistently uses and arranges classroom space effectively to facilitate student learning	

CF STANDARD V: EVALUATION/ASSESSMENT

LU Education Professionals use a variety of appropriate appraisal and evaluation methods to assess student learning and growth and to evaluate and improve on their professional practices.

ANALYTIC SCORING OF STANDARD V INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Uses a variety of appropriate evaluation methods for each lesson objective	RARELY or NEVER uses a variety of assessments AND these assessments do not provide students increased opportunities to demonstrate learning of lesson objectives	REGULARLY uses a variety of assessments and generally these assessments provide students increased opportunities to demonstrate learning.	Consistently uses a variety of assessments AND assessments provide students increased opportunities to demonstrate learning	
b. Uses assessments that are aligned with learning outcomes	RARELY or NEVER uses assessments that are aligned with learning outcomes	Generally uses assessments that are aligned with learning outcomes	Consistently uses assessments that are aligned with learning outcomes	
c. Analyzes assessment data to guide instruction and learning and to measure learning progress	RARELY or NEVER analyzes assessment data to guide instruction and learning and measure learning progress	Generally analyzes assessment data to guide instruction and learning and measure learning progress	REGULARLY analyzes assessment data to guide instruction and learning and measure learning progress	
d. Shares assessment results with students and parents	RARELY or NEVER shares assessment results with students AND parents in a meaningful and timely manner	REGULARLY shares assessment results with students OR parents in a meaningful and timely manner	REGULARLY shares assessment results with students AND parents in a meaningful and timely manner	
e. Adapts assessments to accommodate diverse learning needs and situations	RARELY or NEVER adapts assessments to accommodate diverse learning needs AND situations	REGULARLY adapts assessments to accommodate diverse learning needs OR situations	REGULARLY adapts assessments to accommodate diverse learning needs AND situations	

CF STANDARD VI: COMMUNICATION

LU Education Professionals possess the ability to communicate in a variety of contexts and with a variety of audiences, including students, parents, colleagues, and administrators, and value such communication as a means to provide opportunities for all students to grow and develop to their fullest potential.

ANALYTIC SCORING OF STANDARD VI INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Demonstrates competence in <u>oral</u> communication	RARELY communicates in a clear and effective matter	Generally communicates clearly and effectively	Consistently communicates clearly and effectively	
b. Demonstrates competence in <u>written</u> communication	RARELY communicates in a clear and effective matter	Generally communicates clearly and effectively	Consistently communicates clearly and effectively	
c. Demonstrates the ability to communicate with students	RARELY demonstrates ability to communicate with students in a clear and effective matter	Generally demonstrates ability to communicate with students in a clear and effective matter	Consistently demonstrates ability to communicate with students in a clear and effective matter	
d. Demonstrates the ability to communicate with school personnel	RARELY demonstrates ability to communicate with school personnel in a clear and effective matter	Generally demonstrates ability to communicate with school personnel in a clear and effective matter	Consistently demonstrates ability to communicate with school personnel in a clear and effective matter	
e. Demonstrates the ability to communicate with parents and families	RARELY demonstrates ability to communicate with students' parents, guardians, or other family members in a clear and effective matter	Generally demonstrates ability to communicate with students' parents, guardians, or other family members in a clear and effective matter	Consistently demonstrates ability to communicate with students' parents, guardians, or other family members in a clear and effective matter	
CF Id. Communicates concepts, processes and knowledge	Inaccurately and ineffectively communicates concepts, processes and knowledge	Usually accurately communicates concepts, processes and knowledge and uses vocabulary inappropriate for students	Consistently accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	

CF STANDARD VII: TECHNOLOGY

LU Education Professionals utilize appropriate media, technology, and available resources for planning and implementing instruction, assessing and communicating learning results, and engaging students in instruction.

ANALYTIC SCORING OF STANDARD VII INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
a. Uses media, technology, and available resources to design and plan instruction	RARELY uses media and technology appropriately and effectively to design and plan instruction	Usually uses media and technology appropriately and effectively to design and plan instruction	CONSISTENTLY uses media and technology appropriately and effectively ways to design and plan instruction	
b. Uses media, technology, and available resources to implement instruction and facilitate student learning	RARELY uses media and technology appropriately and effectively to implement instruction and facilitate student learning	Generally uses media and technology appropriately and effectively to implement instruction and facilitate student learning	CONSISTENTLY uses media and technology appropriately and effectively ways to implement instruction and facilitate student learning	
c. Uses media, technology, and available resources to assess and communicate student learning	RARELY uses media and technology appropriately and effectively to assess and communicate student learning	Generally uses media and technology appropriately and effectively to assess and communicate student learning	CONSISTENTLY uses media and technology appropriately and effectively ways to assess and communicate student learning	
d. Integrates student use of media, technology, and available resources into instruction	RARELY integrates student use of technology into instruction that is appropriate and effective for enhancing learning outcomes and meeting diverse student needs	Generally integrates student use of technology into instruction that is appropriate and effective for enhancing learning outcomes and meeting diverse student needs	CONSISTENTLY integrates student use of technology into instruction that is appropriate and effective for enhancing learning outcomes and meeting diverse student needs	

CF STANDARD VIII: DIVERSITY

LU Education Professionals value diversity as an opportunity to enhance the learning of all students. They are deliberate in using what each child brings to the learning situation and facilitating learning experiences crafted to each student's learning needs. They also challenge students to reflect upon and transform their own beliefs about a diverse society as well as to challenge stereotypes and negative assumptions about diverse cultures, languages, economic resources, and abilities.

ANALYTIC SCORING OF STANDARD VIII INDICATORS

Rating → Indicator ↓	Indicator Not Demonstrated 1	Indicator Demonstrated 2	Exemplary 3	Score
CF Ic. Uses variety of methods and materials to present subject content	Uses FEW methods and materials to present subject content OR the methods and materials do NOT enhance the content	Uses a NUMBER of methods and materials to present subject content, the methods generally enhance the content	Uses a NUMBER of methods and materials to present subject content, the methods consistently enhance the content	
CF IIb. Uses contextual data to design instruction relevant to students	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	Plans and designs instruction that is usually appropriately based on some student, community, and/or cultural data.	Plans and designs instruction that is clearly and appropriately based on significant student, community, and/or cultural data	
CF IIc. Establishes a safe and supportive learning environment that encourages mutual cooperation and respect	RARELY establishes an emotionally and physically safe learning environment for students that encourages mutual cooperation and respect	Creates a classroom environment that is physically safe for all students and is generally a safe emotional environment that encourages mutual cooperation and respect	CONSISTENTLY establishes a learning environment that is BOTH emotionally and physically safe for all students AND that encourages mutual cooperation and respect	
CF IIId. Demonstrates an understanding of child development with respect to typical and atypical behaviors of students	Demonstrates LITTLE understanding of child development with respect to typical and atypical behaviors of students	Demonstrates ADEQUATE understanding of child development with respect to typical and atypical behaviors of students	Demonstrates CLEAR understanding of child development with respect to typical and atypical behaviors of students	
CF IIIf. Values and supports student diversity and addresses individual needs	Makes LITTLE or NO attempt to respond to student diversity and individual needs -- tends to use a "one size fits all" approach	Generally supports student diversity and addresses individual needs OR uses a repertoire of strategies and methods	Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods	
CF IVd. Implements planned instruction based on diverse student needs and assessment data	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances	Generally implements planned instruction based on diverse student needs and assessment data and adapts instruction to unanticipated circumstances	Consistently implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if needed	
CF Ve. Adapts assessments to accommodate diverse learning needs and situations	RARELY or NEVER adapts assessments to accommodate diverse learning needs AND situations	REGULARLY adapts assessments to accommodate diverse learning needs and situations	Consistently REGULARLY adapts assessments to accommodate diverse learning needs AND situations	

CF STANDARD IX: PROFESSIONAL DISPOSITIONS

LU Education Professionals demonstrate dispositions associated with the profession by their valuing of learning, personal integrity, diversity, collaboration, and professionalism.

ANALYTIC SCORING OF STANDARD IX INDICATORS

Note: This rubric functions differently than others. For the extremes and middle, behavioral anchors are provided as examples to guide assessment of each disposition.

	LEVEL 1: Dispositions assessed prior to Admission to Teacher Preparation					
Rating → Indicator ↓	Below Standard 1	2	At Standard 3	4	Target 5	Score
a. Values learning: Attendance	Exhibits a pattern of absence and/or tardiness. Fails to contact instructor to make up missed work. Gives no reason for missing class. Sometimes disrupts class by arriving late.		Occasionally misses class and is rarely tardy. Tries to notify instructor if going to be absent or contacts instructor following absence with reason for absence.		Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.	
b. Values learning: Class participation	Inattentive in class. Rarely participates in class discussions. May distract others in the class with behaviors or talking.		Is attentive in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.		Actively engaged and interested in the class activities. Volunteers to respond to questions. Participates in discussions.	
c. Values learning: Class preparation	Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to class (no text or class material, hasn't read, etc.)		Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignments intent. Meets assignment deadlines adequately. Is prepared for class most of the time.		Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.	
d. Values learning: Communication	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.		Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.		Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	
e. Values personal integrity: Emotional control	Emotions are not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.		Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.		Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	
f. Values personal integrity: Ethical behavior	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.		Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.		Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	

	LEVEL 2: Dispositions assessed along with Level 1 Dispositions after Admission to Teacher Preparation					
Rating → Indicator ↓	Below Standard 1	2	At Standard 3	4	Target 5	Score
g. Values diversity	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.		Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.		Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	
h. Values collaboration	Does not collaborate or consult with others. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.		Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.		Actively seeks out and incorporates ideas of others. Takes leadership in working with others to improve the overall environment. Regularly share information and ideas.	
i. Values professionalism: Respect for school rules, policies, and norms	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.		Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.		Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	
j. Values professionalism: Commitment to self-reflection and growth	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.		Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.		Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.	
k. Values professionalism: Professional development and involvement	Unaware of professional organizations and professional publications. Shows little interest in activities or events that promote professional development. Attends only when mandatory.		Aware of professional organizations and publications. Occasionally participates in professional activities or events that promote professional development.		References and makes use of professional organizations or publications. Willingly participates in professional activities or events that promote professional development.	
l. Values professionalism: Professional responsibility	Does not accept responsibility for own actions and for helping students learn. Holds low expectations for the success of some students. Consistently blames student lack of success on factors outside the control of self.		Accepts responsibility for own actions and for helping students learn. Usually holds high expectations for the success of all students. Often looks to explain and remedy student lack of success by factors within the control of self.		Accepts responsibility for own actions and for helping all students learning and actively seeks self-improvement. Consistently holds high expectations for the success of all students. Consistently looks to explain and remedy student lack of success by factors within the control of self.	

*Rubric adapted from Wayda, V. & Lund, J. (2005). Assessing dispositions: an unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? *The Journal of Physical Education, Recreation, & Dance*, 76, p. 34.